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ABSTRACT

The information contained in this paper was taken from documents used for the development and implementation of the Middleton-Cross Plains Area School District's Long Range Plans and can be used in other districts' goal planning and implementation processes. The first three items, Philosophy of Education, Mission Statement, and General Goals, provide the basis upon which all district activities originate. An idea of the preliminary thinking that precedes the development of a Long Range Planning Report is exemplified by the Long Range Planning Statement. Ten district priorities which are the heart of the long range plan as well as the essence of the school community's beliefs, aspirations, and priorities, are detailed in this paper. Goal setting and implementation information is provided with examples of district and building goals that have been developed and implemented over the past 5-year period. Examples of building goals are provided in appendix A, and ideas for goals obtained during a brainstorming session with 53 citizens, staff, administrators, and board membes are listed in appendix B. (EJS)

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JANUARY 24, 1991

DEVELOPMENT AND IMPLEMENTATION OF A LONG-RANGE PLAN

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Donald Derengowski, Board Member
Charles E. Welda, Elementary Principal
Gene A. Thieleke, Superintendent

Middleton-Cross Plains Area School District
Middleton, Wisconsin



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INTRODUCTION

The information contained in this document was assembled for the purpose of supplementing the presentation made at the 1991 annual convention of the Wisconsin School Board Association. The contents do not flow as they would in a report or an article. The information is taken from actual District documents that have been used in the process of developing and implementing our Long-Range plan and goals that have been developed as a result of that plan.

The first three items, Philosophy of Education, Mission Statement, and General goals provide the basis upon which all activities of the school district originate. Philosophy and Mission of a school district determine what the general goals of that district will be. The general goals of our school district are contained in Board Policy. They remain constant until circumstances indicate a need to update general goals.

The statement on Long-Range Planning, the background, and the District's plan give the reader an idea of the kind of preliminary thinking that took place prior to the development of the Long-Range Planning Report.

The District priorities which follow the background information are the heart of the Long-Range Plan. These ten priorities are the essence of the beliefs, aspirations, and priorities of the school community.

The information which follows the ten priorities relates to the implementation of the Long-Range Plan. This deals with goal setting, implementing goals, and provides examples of District and building goals which have been developed and implemented over the last five year period. The Appendix at the back of this document contains the unedited collection of ideas generated in a brainstorming session which included a cross section of community members, as well as staff, administrators, and Board members. This process was an important element in determining the aspirations, beliefs, and priorities of the school community.

It is our desire that this information will be useful to school districts in understanding how our District has developed and implemented the Long-Range Plan.

PHILOSOPHY OF EDUCATION

The Middleton-Cross Plains Area School District believes in the principles that support and contribute to a democratic society. We believe the role of our District is to aid individuals in developing the skills, concepts, and values necessary for responsible membership in this society. Our school district is legally responsible for providing basic educational services to all youth of school age and morally responsible for providing educational, supplemental and enriching services for all individuals.

The Middleton-Cross Plains Area School District recognizes the uniqueness of each individual. The District shall provide experiences which allow for the development of personal abilities, interests and goals, and which encourage creativity, intellectual curiosity, and independent thinking.

The Middleton-Cross Plains Area School District is committed to providing a comprehensive educational program. This program shall include a continuous process of developing, implementing, and evaluating curriculum. The instructional program shall assist individuals in understanding concepts and skills, in utilizing thinking and reasoning processes, and in developing personal value systems. We believe in an educational program which promotes positive concepts of self-worth and provides opportunities for individuals to

learn to be responsible, productive citizens concerned with contributing to a pluralistic and changing society.

The Middleton-Cross Plains Area School District is committed to striving for excellence in education. We believe this commitment to excellence is a shared responsibility of the Board, school district staff, students, families and citizens.

MISSION STATEMENT

The Middleton-Cross Plains Area School District, in partnership with a supportive community, encourages excellence by providing quality educational opportunities for all individuals to develop as life-long learners, creative problem solver, and healthy, caring, responsible contributors to an ever-changing society.

GENERAL GOALS - Policy

The Middleton-Cross Plains Area School District has established the following goals in order to provide program direction and to ensure equal opportunities for the educational growth and development of each student.

1. Basic Skills

Educational programs will provide opportunities for all students to master skills in communication, computation, problem-solving and decision-making, to the greatest extent possible based on their individual capabilities, aptitudes, and needs. Instruction will be provided to enable students to:

- a. Understand ideas through reading and listening.
- b. Communicate ideas through speaking and writing.
- c. Understand mathematical concepts and perform mathematical functions.
- d. Use problem-solving and decision-making processes in order to identify and solve problems.
- e. Understand concepts for finding, evaluating, and using information from print and audio-visual sources.
- f. Understand the use of computer and other evolving technology and its application to individual needs.

2. Creative, Logical, and Critical Thinking

Students will be provided with opportunities to develop skills for creative, logical, and critical thinking. These skills will enable them to function effectively and encourage them to think and act in an independent, responsible, and self-fulfilling manner.

3. General Education

Individual students will be provided the opportunity to understand concepts and to gain knowledge and experiences in the areas of the natural sciences, social sciences, humanities, and fine arts.

4. Vocational Education

The vocational education program will provide opportunities for individuals to develop special skills for achieving career goals. Students will have experiences which help them further develop positive attitudes related to their becoming responsible workers.

5. Exceptional Education

Educational programs will be provided in order to meet the exceptional needs of students by offering special opportunities for the physically, mentally, emotionally, and academically handicapped. Opportunities will be provided for the gifted and talented and others needing specialized and supportive services.

6. Career Awareness

Opportunities will be provided for individuals to learn about the world of work. Guidance in career decision making will be provided to assist students in developing insights about their aptitudes and capabilities.

7. Citizenship

Opportunities will be provided for individuals to understand their obligations and responsibilities as citizens in a democracy. The individual program will include activities which help individuals understand the ideals of a democracy, develop an awareness of civil rights and privileges, and understand the obligation of participatory citizenship. Learning experiences will be provided to promote the understanding of minority opinions, the acceptance of majority decisions, and a cooperative attitude toward living and working with others.

8. Physical, Emotional, and Social Development

Instructional programs and activities will be provided which enable students to:

- a. Realize the importance of good physical and mental health for a full and meaningful life.
- b. Develop patterns of behavior which lead to individual fitness and good hygiene.
- c. Develop an ethical and moral sense of values which includes respect for one's self and others and a sensitivity toward human similarities and differences.
- d. Understand and apply principles which promote successful human relationships within family groups, the school and the community, thereby preparing the individuals to eventually enter fully into these relationships.
- e. Obtain knowledge about basic principles of conduct which lead to constructive work, study, and play and understand how such conduct helps individuals direct their own lives in a responsible and mature manner.
- f. Develop an awareness of their responsibilities regarding public health and safety issues.

9. Co-Curricular

Individuals will be encouraged to participate in special interest areas of the co-curricular program. Involvement in the co-curricular program will enable individuals to strengthen and apply educational concepts and skills. Participation can help individuals develop leadership abilities, discover interests which may lead to enjoyable use of leisure time, and experience the satisfaction of being a member of a group.

10. School District Employees

The District will employ persons who are well qualified in their respective fields and who are interested in the educational growth of young people. The District will provide opportunities for inservice education of these employees in order to maintain and enhance job performance.

11. School Facilities and Environment

Facilities, equipment, and materials will be provided which establish and maintain an educational atmosphere that is stimulating and encourages an orderly exchange of ideas.

12. Accountability

Establishment of accountability procedures will provide:

- a. Sound business policies and procedures which will lead to maximum progress in reaching District goals.
- b. Regular District-wide evaluations of administrators, teachers, and other staff members to be used as diagnostic tools for improvement of performance.
- c. Periodic reviews of instruction programs to reflect changes in methods, materials, technology, and personnel.
- d. Systematic gathering of data on student achievement through standardized testing, teacher devised tests, surveys and observations.

13. Community Services

Community members will be encouraged to take advantage of the education, recreational, and service opportunities available through the use of school district facilities.

14. Community Involvement

The District will encourage parental and community involvement in setting and meetings its goals and policies. Citizens may participate by serving on District and advisory committees, supporting co-curricular booster and parent organizations, volunteering to help in the schools, and attending parent conferences and other school functions.

LONG-RANGE PLANNING

Long-range planning is a process which begins with beliefs, aspirations, and priorities of the school community and concludes with plans of action to make those priorities a reality. The purpose for developing a long-range plan is to place the status of these plans into a five-year time frame. This will enable our District to allocate its human and financial resources to realize plans for a five-year period.

BACKGROUND

The Board of Education of the Middleton-Cross Plains Area School District approved a long-range planning report in 1986. This report was utilized for the purpose of identifying District goals from 1986 - 1990.

During the 1989-90 school year, the Board established the goal to update the long-range plan. A committee was appointed consisting of citizens, teachers, administrators and Board members who met throughout the 1989-90 school year. A brainstorming session was held on May 2, 1990, identifying the major priorities. The committee studied the results of the brainstorming session and established ten priorities to be considered for the District for the next five years. These priorities will be used to determine District goals on an annual basis.

THE DISTRICT'S PLAN

In June, 1989, the Board of Education approved a goal entitled, "Strategic Planning and Update of District Long-Range Plan." Fifteen committee members worked during the 1989-90 school year to identify the major priorities for the District in the next five years. The committee utilized consultants to help develop this long-range plan. In May, 1990, 53 citizens representing the school community, students, parents and staff brainstormed to determine the needs of the District.

The committee narrowed these lists of suggestions to ten major priorities for the District. The priorities will then be utilized by the Board in developing District goals. Goal committees will develop plans consistent with the priorities. The long-range plan will be reviewed and updated annually by the Long-Range Planning Committee.

DISTRICT PRIORITIES

The means by which the long-range plans are expressed is referred to in this document as priorities. The priorities of the long-range plan will be reviewed and updated annually.

The ten priorities contained in the long-range plan were developed by the Long-Range Planning Committee as a direct result of the input collected at the brainstorming session. The purpose of the priorities is to communicate the action desired by a definitive statement, followed by a brief description of the intent of the priority. The ten priorities contained in this Long-Range Plan represent the beliefs and aspirations of the school community. The priorities will be used to develop District goals.

1. SCIENCE/MATH/TECHNOLOGY

"We will develop and implement a plan to improve curriculum, standards, and learning opportunities in math, science, and related technologies."

The District has improved its math, science, and technology education over the past several years. However, continuing changes in technology and in society require periodic updating of equipment, the need for more inservice and staff development, and broader curriculum offerings in these areas at all levels. This goal provides a timeline for improvement in curriculum, staff development, and equipment. It also calls for the development of programs which utilize outside resource consultants to give direction to the plan and to directly assist classroom teachers.

2. INSTRUCTIONAL STRATEGIES, IMPLEMENTATION, AND EVALUATION

"We will utilize instructional methods to enhance the learning experience and increase the motivation of each student."

Instruction bridges the gap between the curriculum and the student. Educators must provide the most up-to-date and effective instruction available in order to deliver the prescribed curriculum in such a way that students are motivated to learn. Class size which allows this to take place is integral to implementation. This goal emphasizes evaluation techniques which are fair and consistent and which give valuable information regarding specific areas of strengths and weaknesses to the student, the parent, and the instructor.

3. BUDGET/FINANCE

"We will establish fiscally responsible budget guidelines that support quality education, the District's long-range goals, and timely implementation of identified priorities. We will also seek alternative sources of financial resources to meet these needs."

This action plan sets up a framework for gaining community support for education through effective communication of District needs and increased awareness of the budget process. Financial support will be sought from private, corporate, and government resources, as well as the Middleton-Cross Plains Area Educational Foundation. Budget planning should be long range in scope and reviewed annually.

4. COMMUNITY RESOURCES AND INVOLVEMENT

"We will identify and involve area people, resources, and facilities in the educational process and make the resources of the school system available to the community."

Utilizing business people, post high school educators and students, and state and local agencies to bring knowledge and services to students and staff is an objective of this plan. In addition, the District will accommodate community members of all ages in their pursuit of social, cultural, and recreational activities. In an effort to promote lifetime learning, the District will make it known that input and participation from everyone is welcome and that it will serve as a contact point for the establishment of programs that reflect community needs.

5. COMMUNICATION/PUBLIC RELATIONS

"We will communicate the District's opportunities, accomplishments, and needs in a timely and effective manner."

This goal defines the steps necessary to facilitate effective communication with students, staff, parents, local government, and residents who do not have children in school. It includes strategies for surveying needs and interests, as well as determining awareness of opportunities provided by the District. The purpose of this communication is to enhance understanding, trust, and active support for the schools.

6. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

"We will promote the development of a positive self-image and responsible behavior in all students."

Strategies designed to enhance self-awareness and self-respect are addressed in this plan, which strives to improve student communication skills. Listening, relating one's own ideas of common needs and feelings to others, cooperative behavior, and empathy are stressed. The goal is to develop responsible student behaviors toward themselves and others.

7. BUILDINGS/FACILITIES

"We will provide physical facilities which are properly designed, located, and built for the enhancement of education and safety of occupants."

A consistent program which carefully analyzes the anticipated growth and demographics of the District and establishes a commitment to providing a quality instructional environment is provided in this goal. It calls for the facilities to provide optimal educational opportunities throughout the District, to be designed to accommodate other community needs, and to be planned for expansion up to acceptable size. This plan recognizes the need for stable attendance area boundaries, while retaining the neighborhood school concept.

8. GLOBAL/CULTURAL

"We will develop programs and curriculum, as well as establish an educational atmosphere, which promotes understanding and enhancement of a global/cultural perspective."

This goal is directed at ensuring a comprehensive educational process for each student. A curriculum which enhances students' awareness of their educational, cultural, and social environment is established. Specific curricular and co-curricular programs include promoting the understanding of multi-cultural backgrounds, taking foreign languages, and understanding the global influence on cultural and economic development. In addition, this goal focuses on meeting the needs of students who have special needs as a result of their cultural, racial, or language background.

9. HUMAN RESOURCES

"We will improve District procedures for recruiting, recognizing, and retaining quality employees."

This goal recognizes the need to attract employees who meet the needs of a changing society. It is designed to promote alternative means of compensation which are fair and equitable for all employees, as well as provide them with staff development opportunities and meaningful recognition. In addition, the goal addresses the need to improve the supervision and evaluation of all employees.

10. CURRICULUM ENHANCEMENT

"We will provide a curriculum that is current, relevant, and meets the needs of all students in the District."

Regular and systematic review of the curriculum is a necessity. This goal provides for the needs of all students, but focuses on improving early intervention programs for children at risk and continuing appropriate programming for gifted and talented students. The goal also emphasizes the need to improve identified curricular areas and provide resources and personnel necessary to implement these programs.

The Long-Range Plan for the District was approved at the September 24, 1990, Board of Education meeting by a unanimous vote of 7-0.

DISTRICT GOAL SETTING - Policy

The Board shall adopt long-range and annual goals for the District. Board members, administrators, teachers and support staff members shall be involved in the goal setting process.

The Superintendent shall develop an action plan and timetable to facilitate the successful completion of the goals. Goals will be monitored and adjusted, if necessary, throughout the year.

A performance disclosure report shall be adopted and published annually. This report shall describe the Board's and administration's goals and objectives, including learning-related performance objectives and test results required by law.

DISTRICT GOAL SETTING - Procedure

1. Annually, the Superintendent shall solicit suggestions from Board members, administrators, teachers and support staff members regarding district-wide needs and concerns. Suggestions may be solicited through such means as:
 - a. Employee newsletter;
 - b. Building level staff meetings;
 - c. Departmental and/or committee meetings;
 - d. Board meetings, including committee meetings;
 - e. Administrative memorandums; or
 - f. Administrative staff meetings.
2. A goal setting committee shall be established to assess district-wide needs and concerns and to translate such concerns into achievable goals. The committee shall consist of Board members, administrators teachers and citizens. The Superintendent shall serve as the committee chairperson. Specifically, the goal setting committee shall:
 - a. Review and discuss the suggestions made by Board members, administrators, teachers and citizens.
 - b. Prioritize the District's needs and concerns.
 - c. Develop achievable goals based on the priorities. Long-range planning goals as well as annual goals shall be developed.
 - d. Submit a list of recommended goals to the Board for adoption.
3. Once the goals are adopted by the Board, the Superintendent will establish a committee to monitor achievement of the goals, appoint a committee chairperson and determine the timetable by which the goals will be completed.
4. The above goal setting procedures shall be evaluated on an annual basis by the Superintendent and Board.
5. The results of the annual goals will be reviewed by the Board, adapted as appropriate, and results published in the local media and/or the annual report.

1990-91 DISTRICT GOALS

1. SCIENCE/MATH/TECHNOLOGY

Goal Statement: To develop, implement, and improve curriculum standards and learning opportunities in math, science, and related technologies. This plan will provide a necessary time line. Strong emphasis will be placed on implementing the new K-6 science curriculum, improving staff development, and identifying future equipment needs in these three areas.

Leadership Role: Donna Moll
Conrad Wrzeskinski

*Committee:	Lu Baitinger	Bonny Lundy
	Mary Jane Best-Louther	Dean Olver
	Gurdip Brar	Jean Peterson
	Bev Cann	Doris Schroeder
	Suzanne Exley	Mary Jo Topp
	Lori Koch	

Objectives:

1. Develop a plan for library automation.
2. Determine long-range audio visual needs.
3. Improve curriculum standards, learning opportunities, staff development and equipment in the area of math.
4. Improve curriculum standards, learning opportunities, staff development and equipment in the area of science.
5. Improve curriculum standards, learning opportunities, staff development and equipment in the area of technology.
6. Present a final report to the superintendent by January 1992.

*Includes teachers, citizens, administrators and Board members.

2. LONG-RANGE PLANNING

GOAL STATEMENT: To continue the evaluation, implementation and updating of the long-range plan, completed by the school district this past year. This plan will include the official approval of the long-range plan for the next five years which includes specific strategies. The committee will meet periodically during the year to update the strategies on an ongoing basis.

LEADERSHIP ROLE: Gene Thieleke
Chuck Welda

*COMMITTEE:	Don Derengowski	Harvey Tesch
	Diana Haverberg	Mary Jo Topp
	Jan Martin	Craig von Behren
	Claudia Miska	Richard Weiland
	Donna Moll	Jim Winters
	Priscilla Myers	Tom Wohlleber
	Ruth Robinson	

OBJECTIVES:

1. A long-range planning brochure will be printed and distributed to staff and citizens of the district. The Long-Range Planning Committee will make personal visits to PTO's and other civic groups.
2. The committee will meet regularly and make recommendations for additional priorities.
3. The committee will monitor the progress and completion of annual district goal reports.
4. The committee will provide reports and minutes to the board of education.
5. The committee will recommend district goals for future years based upon the needs identified by staff and community.

*Includes teachers, support staff, citizens, administrators and Board members.

3. GLOBAL/CULTURAL PROGRAM

Goal Statement: To develop programs and improve curriculum which will continue to establish a positive educational atmosphere that promotes understanding and enhancement of the global/cultural needs of the district. This plan will identify needs for improvement in the areas of promoting a multi-cultural acceptance, more students taking foreign language, and understanding the global influence on our culture and its social and economic impact.

Leadership Role: Debbie Wiesman
Gene Gray

*Committee:	Jill Blettner	Ginger McIntosh
	Mary Boyd	Donna Moll
	Marie Flickinger	Jyl Molle
	John Foster	Rhonda Niebuhr
	Carla Gierke	Linda Pils
	Dayle Haglund	Belinda Rhea
	Alice Wilkens Mann	Kris Sauer

Objectives:

1. Determine district and/or building needs for staff development and determine a time line for implementation.
2. Stress an awareness of the global influence on every aspect of our cultural and economic development.
3. Review existing curriculum guides to determine inclusion of global/cultural objectives.
4. Identify and research appropriate cultural materials that might be utilized in the curriculum.
5. Study K-12 list of approved novels to determine if a variety of cultures are being represented.

*Includes teachers, support staff, citizens, administrators and Board members.

4. ELEMENTARY ATTENDANCE BOUNDARIES

Goal Statement: To study and complete alternative elementary attendance boundaries which take into account the expanded development in the district. The plan will analyze the needs for the next five years and offer flexibility for future boundary changes.

LEADERSHIP ROLE: Tom Wohlleber
Patrick Kinney

*Committee:	Virginia Clemens	Eileen Kelly
	Greg Di Piazza	Ted Laufenberg
	Brad Duesler	Laura McMahon
	George Ferge	Carol Peterson
	Gene Gray	Sondra Pope Roberts
	John Hart	Marv Wagner
	Gary Johnson	Chuck Welda

- Objectives:**
1. To review and study existing elementary attendance boundaries as they relate to the physical capacity and core facilities of each educational facility.
 2. To identify areas of future development and study their potential impact on student enrollment.
 3. To analyze and project elementary student enrollment in each attendance area and district-wide for a five to ten year period, if possible.
 4. To identify, as needed, various elementary attendance boundary alternatives which take into consideration factors such as future development, population shifts, district boundary changes through annexations or detachments, facility capacities, maintain quality education, staffing, and transportation. Estimate the fiscal impact, if any, of the various alternatives.

*Includes teachers, support staff, citizens, administrators and Board members.

IMPLEMENTATION PLAN FOR 1989-90 DISTRICT GOALS

The following plan is submitted to the Board of Education and administrative council for your consideration. These are listed from reports provided to the Superintendent and Board in June, 1990. A timetable is included where applicable.

1. IMPLEMENTATION PLANS FOR TWENTY DEPARTMENT OF PUBLIC INSTRUCTION STANDARDS - To develop and finalize a plan for implementing all twenty Department of Public Instruction Standards for the District. This goal will be completed by January 1, 1990, and allow for a total review of all standards which are required for the District.

This goal became very important after learning that the District would be audited by the Department of Public Instruction, November 19 and 20, 1990. The following will be implemented:

- A. All documentation needed for each of the Twenty Standards will be gathered together in loose leaf notebooks and will be kept current and up-to-date.
 - B. Staff will be informed about the upcoming November 19 and 20 audit.
 - C. The District will participate in the Department of Public Instruction Audit on November 19 and 20.
 - D. The District will work on the self non-discrimination audit necessary the year after the Department of Public Audit.
 - E. The District will publicize the results of the audit throughout the District.
2. REVIEW OF SPECIAL EDUCATION AND STUDENT SUPPORT SERVICES NEEDS FOR THE DISTRICT - To further study and evaluate the present student services model including EEN, guidance, psychological, social worker and other student services needs for the District. This study will result in a plan of action for the next five years.

Eleven goals were generated from this committee. The goals fell into three areas: program options, evaluation, and inservice.

Program Options

- A. Provide education to special education students based on need rather than handicapping conditions.
Implemented. Need to refine during the next two years.
- B. Educate students in neighborhood schools as much as possible, through the use of additional MC units.
Implemented. Students placed outside their home attendance area will be phased out when possible.
- C. Special education programs that encompass less of a grade span, when possible (K-3, 4-6).
Implemented when possible.
- D. Explore and implement vocational competencies when possible/feasible.

1. Establish a committee to develop a list of vocational competencies for EEN students that go beyond what is being taught in the regular curriculum.
 2. Over the next few years, develop these for each grade level (K-3, 4-6, 7-8, 9-12).
- E. Explore and implement regular education initiative when possible/feasible.
1. Northside will continue project
 2. Staff will be invited to study Northside's program and implement as possible.
 3. Each school will explore how they can integrate students more into the regular classroom and curriculum.
- F. Expand vocational opportunities at the secondary level.
1. When IEP's are developed, high school special education staff will review a four year plan for students and their need for vocational training during high school.
 2. The high school will offer modified vocational classes for the 1991-92 school year and encourage appropriate students to enroll.

Evaluation

- A. Develop uniform testing/criteria procedures district wide for each discipline.
1. Committee from each area will work on this process.
 2. Will begin consistent implementation during the 1991-92 school year.
- B. Evaluate referral review process and encourage increased utilization.
- Implemented. Need to constantly refine and evaluate.

Inservice

- A. Provide a minimum of three inservice opportunities to parents/community according to their needs (focus toward parents of EEN/High Risk Students.)
1. Inservices are being planned and will be implemented during school this year.
 2. Evaluation of each inservice will be done before planning for 1991-92.
- B. Provide a minimum of three inservice opportunities to district staff according to their needs.
1. Discuss inservice needs at monthly meetings.
 2. Inservices will be planned as need arises.

- C. Provide a minimum of two K-12 Special Education/Pupil Services opportunities per year and continue to meet monthly by discipline/level.

Implemented.

3. IMPLEMENTATION OF THE "EDUCATION FOR EMPLOYMENT" STANDARD - To implement the Education for Employment standard mandated by the Department of Public Instruction. This goal will incorporate staff development activities, action plans for infusing Education for Employment curriculum into each curricular area and increased communication with the business community. A report will be submitted to the Board of Education by April 30, 1990.

This goal was important to the District as it brought about increased partnerships with business and industry in the community. The following will be implemented:

- A. A handbook of local business and industry contacts will be distributed to all teachers.
- B. Administrative inservices will be scheduled in local business and industries.
- C. An inservice for a team of faculty members on Education for Employment will be held and information shared with all staff members.
- D. The Adopt-A-Class program will be implemented in the second semester of 1990-91 in K-6 with teachers who wish to volunteer.
- E. A speaker for freshmen and sophomores in order to discuss "doing your best" will be planned for the second semester of 1990-91. It is anticipated this will be an annual event.
- F. Teacher inservices will continue to be offered on the topic of education for employment.
- G. The District will continue its participation on the Education for Employment Dane County Consortium. The District will utilize the services of the CESA 2 assistant director to work on consortium efforts between school districts.
- H. The Local Council will:
 - 1. Continue to develop more business/industry partnerships.
 - 2. Pursue funding sources for Education for Employment field trips.
 - 3. Conduct a graduate follow-up survey.
 - 4. Work on getting more parental involvement in the Education for Employment concept. This may include community education classes.

4. STRATEGIC PLANNING AND UPDATE OF DISTRICT LONG-RANGE PLAN - To evaluate and update the long-range plan completed by the Board of Education during the 1985-86 school year. This plan will identify the areas of instruction, facilities, programs, personnel, and instructional strategies which require special attention during the next five years.

The Board approved the Long-Range Planning report on September 24, 1990. The plan will be the basis for future District Goals.

Implementation Plans

- A. The Long-Range Planning brochure will be printed and/or completed by December 1, 1990. The report will be distributed to staff and all citizens of the District using the District mailing of the Bulletin Board of Education. The committee will make personal visits to PTO's and other civic groups. The brochure will be made available throughout the District to other people.
 - B. The ongoing committee will continue to meet annually to make recommendations for additional "priorities."
 - C. The committee will monitor the progress and completion of the yearly District goal reports prior to review and prior to approval by the Board.
 - D. The Board will receive periodic reports and minutes from the committee.
 - E. The ongoing committee will study, prioritize and recommend District goals for future years based upon the needs identified by staff and community. These District goals will be approved by the Board on a timely basis to allow for budget considerations.
5. IMPLEMENTATION OF "STUDENTS AT RISK" STANDARD - To develop a comprehensive and coordinated K-12 Student At Risk plan for the District. An interim report will be presented to the Superintendent by January 30, 1990, and a final report will be completed by May 31, 1990.

The committee had three recommendations for follow-up and possible implementation during the 1990-91 school year and two for the 1991-92 school year.

1990-91

- A. A mentorship program will be developed at each building for the at risk students. Possible mentors could include all staff (certified and support), parents, community, etc. This would be voluntary and developed by each school.
 - 1. The Director of Student Services will discuss this recommendation with building principals. Plans will be developed by each principal by the end of the first semester.
 - 2. Each building will begin implementation during the second semester.
 - 3. The program will be evaluated at the end of the year to determine continuation, expansion, revamping, or termination.
- B. The all day kindergarten option for high risk students will be further examined.
 - 1. The Chapter I extended day kindergarten program will be evaluated. These children will be compared to other high risk students in the District who did not participate in this program.

2. Various options will be studied to see if future implementation is feasible.
- C. Parenting classes through community education, pupil services department, PTO's and links with community agencies will be offered. Efforts will be made to personally contact high risk families to encourage participation. Possible times may include open house and parent conferences.
1. Three inservices are being planned through the Special Education District goal which would also apply to this goal.
 2. Pupil services will possibly develop parenting classes during the second semester and/or the 1990-91 school year.

1991-92

- A. Develop an after school homework/activity program at the elementary and middle school for grades 4-8 (PROJECT GROW).
1. Grant money is available to begin such a program. A committee will be established to write the grant during early spring of 1991.
 2. The committee will explore interest of parents, details of the program and cost impact to the budget.
- B. Explore the possibility of four year old kindergarten for at risk students.
1. Much of this will be done when all day kindergarten is explored.
 2. Study the cost of adding a four year old kindergarten for at risk students.

- *6. INSTRUCTIONAL MODEL AND STUDENT LEARNING - To select or develop a model of instruction for the school district. This goal will provide the District with a staff development plan to meet the needs of all teachers, special services, and related personnel. A report will be submitted to the Board of Education by April 1, 1990.

This has been an ongoing goal for the past three years and will continue for many years as the model is implemented throughout the school district. The following will be implemented:

- A. The staff will be inserviced as to the components of the model in September and October. Follow up visits will be held to address questions and concerns.
- B. The Middleton Education Association leaders will be contacted in an effort to address questions and concerns not addressed at the inservices.
- C. Administrators in the District will be trained during Semester I, 1990-91.
- D. Two staff members from each building will undergo a pilot training session the second semester. (Changes will be made in the model as needed. All teachers will go through the course within the next four years.)

- E. Several teachers and the staff development coordinator will be trained to teach the model to others.
- F. Each year at least one person will be sent for national training in order to facilitate staff development opportunities.
- G. A schedule of training for 1991-92 and sign ups will be completed by the end of April.
- H. As the model is implemented, staff development will move from a district perspective to a building perspective.

*This goal has been placed "on hold" following a meeting of the Labor/Management Cooperative held last week.

DISTRICT GOALS - PREVIOUS YEARS

1985-86 School Year

- A. K-12 Curriculum Model
- B. Employee Evaluations
- C. Policy Revision
- D. Long-Range Plan
- E. Pupil Personnel
- F. Communication Improvement
- G. K-12 Testing Program
- H. Elm Lawn Planning
- I. Staff Development
- J. Vocational Education Plan
- K. Full Day Every Day Kindergarten

1986-87 School Year

- A. K-12 Testing Program
- B. Policy Revision
- C. Staff Development and Inservice
- D. Pupil Personnel Services
- E. K-12 Curriculum
- F. Communication Improvement
- G. School District Facilities
- H. Organizational Study
- I. Parent/Citizen Advisory Council
- J. Student Learning

1987-88 School Year

- A. Student Learning
- B. Administrative Organizational Study - Differentiated Staffing
- C. Instructional Organizational Study
- D. District Five-Year Budget Plan
- E. District/Community Services
- F. Middle School Study Committee - Final Report and Implementation
- G. Curriculum Utilization of Guides
- H. Co-Curricular Study

1988-89 School Year

- A. Communications
- B. Students at Risk
- C. Instructional Model and Student Learning
- D. Vocational Education
- E. Educational Technology
- F. Staff Development

1989-90 School Year

- A. Implementation Plans for Twenty Department of Public Instruction Standards
- B. Review of Special Education and Student Support Services Needs for the District
- C. Implementation of the "Education for Employment" Standard
- D. Strategic Planning and Update of District Long-Range Plan
- E. Implementation of "Students at Risk" Standard
- F. Instructional Model and Student Learning

APPENDIX A

The following are examples of Building Goals and reporting the status of completing these goals. These examples are taken from the District Performance Disclosure Annual Report for the 1989-90 school year.

Elementary Schools

GOAL: Improve student reading performance K-6.

STATUS: All elementary schools continued to implement the MacMillan Connections Reading Series, which was adopted in 1988-89. The reading specialists worked with new teachers to implement the program. They also provided continued monitoring of the program and provided assistance where needed. Test results kept parents informed of progress and helped determine any concepts needed in reteaching. Reading specialists also monitored the pacing of groups. Librarians also continued to encourage increased recreational reading experience of children. A variety of reading enrichment opportunities were also made available to all students.

GOAL: Increase level of cooperative efforts and communication between regular education staff, special education staff, and parents.

STATUS: Staff members were inserviced about their role and responsibilities as related to special education. Procedural changes in the referral process helped improve communication. Progress of students was monitored closely. Several buildings piloted innovative programs and continued to work on them throughout the year to make special education students feel more successful.

Northside Elementary School

GOAL: Increase self-esteem in students with emphasis on students at risk.

STATUS: In each edition of the parent and staff newsletter/bulletin, there were ideas on ways to increase student self-esteem. The staff members at Northside participated in a number of inservices on cooperative learning. An objective of cooperative learning is to get everyone involved in the learning process, thus improving self-esteem.

A special project at Northside that was very successful during the 1989-90 school year was the full mainstreaming of ED/LD special education students in the regular education classroom. This is a project that will not only continue at Northside, but will be implemented in a number of other buildings in the future.

APPENDIX B

The following items were obtained in a brainstorming session which included 53 citizens, teachers, support staff, administrators and board members.

MIDDLETON-CROSS PLAINS AREA SCHOOL DISTRICT MAY, 1990 LONG-RANGE PLANNING BRAINSTORMING IDEAS

BUILDINGS/FACILITIES

SCHOOLS-

- Neighborhood concept - elementary schools consistent in this regard
- Middle Schools developed grades 6-7-8 (?)

FACILITIES-

- Accommodate increased enrollment
- Safe and healthful
- Technologically up to date
- Adequate funding
- Maintain neighborhood school concept.
- Planning and using space wisely.
- Share and plan facilities with city and community.
- Plan for facilities expansion, which keeps pace with our growing community and provides an environment conducive to learning (eg. air conditioning).

PHYSICAL BUILDING FACILITIES-

- Systematic growth pattern.
- 1400 new homes being built in next 2-3 years. Where do we put the kids? Two new schools in next 5 years.
- High school classroom usage is starting to get tight now. Plan for needed improvements in existing building.
- Preserve neighborhood school aspect with maximum enrollment stated.
- Consolidate services in rural areas, build schools further west. Rural families aren't second class citizens.

BOUNDARIES-

- Changes coming. Plan. Intergovernmental involvement to facilitate future planning and development.

FACILITIES PLANNING-

- Boundary Analysis.
- Neighborhood concept.

SCIENCE-

- Enhancement of science and math education.
- Build hall of inventions.
- Mini-museum of science, natural history and industry.
- Establish botanical garden, arboretum, nature trails.
- Build labs for inventors.
- Elementary resource person.
- Up-to-date resources

GLOBAL/CULTURAL

CITIZENS OF THE WORLD-

- Tolerance for others
- Additional foreign languages through social studies integration of curriculum.

- Environmental awareness.
- Additional foreign language at high school level.
- Understanding of multi-cultural backgrounds.

DISCRIMINATION-

- Eliminate discrimination, greater understanding of differences.
- Build self esteem.

SELF-ESTEEM, APPRECIATE UNIQUENESS-

- Develop own and others esteem.
- Cultural awareness/appreciation.
- Social opportunities increased.
- Staff esteem considered.

GLOBAL EDUCATION-

- Stress an awareness of the growing global influence on every aspect of our cultural and economic development.

EVALUATION-

- Student involvement in teacher performance evaluation.
- Involve teachers in the development of the evaluation tool.
- Evaluate school lunch program so that more students partake and enjoy the food.
- Determine why 40% of students in post HS programs do not finish.
- Outstanding-teacher recognition on top of evaluation.
- Education for Employment
- Input from past students.

BUDGET/FINANCE-

- Finding alternatives.
- Is it a local or state responsibility?
- Labor relations, pay equity.
- Make the importance of education more evident to the entire community (promote the school) in order to assure strong financial support.
- Evaluate spending emphasis.
- Support instruction emphasis.
- Grants: federal, private.
- Spent wisely.
- Early planning of budget. Increase fiscal awareness to community.

TESTING--

- Is it relevant to what a kid needs to know?
- Does the standard to pass give a false impression of life?
- Do we test little facts and not big issues?

GRADING-

- Parallel grading system which acknowledges students effort in order to maintain self-esteem and motivation for children at all skill levels.

COMMUNITY RESOURCES/INVOLVEMENT-

- Business/Industry partnerships.
- Increase cooperation with UW.
- Greater use of guest speakers.
- Utilize UW.
- Advanced placement.
- Use grad students.
- Make sure the schools is being a resource to the entire community.
- Let the community know that the school welcomes them as a resource. Example- community health and wellness programs centered in the schools.
- Use of community facilities etc. university, business.
- Educational opportunities for all ages.
- Role models.

- Workshops by specialation.
- Career day.
- Distinguished lecture series.

LONG-RANGE PLANNING-

- Maintain the integrity of the Long-range Strategic Planning process by following through to completion the goals identified.
- Living plan.
- Everyone involved.
- Measure/report.
- Rewrite the mission (Or reaffirm) statement for the District.
- Growth as it relates to facility needs, and demographics.

STUDENT ACHIEVEMENT-

- 5 year long range goals.
- Implementation/commitment.
- Measurement///reporting.
- Provide necessary tools.

SPECIAL EDUCATION-

- Needs and funding.
- Establish a range of services to meet the needs of children with exceptional educational needs in the most mainstream environment possible.

GUIDANCE/SOCIAL SERVICES-

- Proactive.
- Consistent.
- Start early.
- Early intervention.
- Identify at-risk kids early and help them.
- Need a dean of students at MHS.
- Need more staff, more guidance workers, more help for emergencies
- Outside educational experiences.
- Day care.

COMMUNICATIONS/PUBLIC RELATIONS-

- Between parents, staff and students.
- In and out of classroom.
- Staff to staff communications.
- Government to schools.
- Municipality/schools integration.
- Student/Teacher/Parents.
- Sell uniqueness of District to recruiting the best.
- Seek improved communication within District - teachers-public, etc.
- Creative funding in local district.
- Community networks for various issues.

- Develop/promote integrated neighborhoods.
- Develop parent/community responsibility towards neighborhood and school concept.
- Adult and senior education opportunities. (Awareness of existing programs.)
- Continue to improve communication.
- Build trust-teachers/administration/community.

CITIZEN PARTICIPATION-

- Better communication, workshops.
- Community awareness of problems.
- Community education and use of facilities.
- Improve perceptions.

SCHOOL CULTURE-

- Positive attitudes.
- Improve teacher/administration relations.
- Develop better human relations.
- Incentive programs for teachers.

GIFTED AND TALENTED-

- Advanced placement.
- Excellence - Encourage the pursuit of excellence through opportunity for those capable of superior achievement.
- Need better offerings at MHS.
- Kromrey - need challenge, independent study.
- More community ed for all.
- Rename - too academically oriented.
- Expand to include arts; technical.
- Fund.

COMMUNITY-

- Gifted and talented mentors.
- Classroom involvement/instruction.
- Networks to deal with student problems (social services, etc.).
- Use of school buildings.
- Continue community involvement in planning.

TEACHERS-

- Negotiation strategies - avoiding confrontation and involving board members.
- Pay considerations.
- Teacher evaluation/accountability.
- Educator achievement.
- Accountability incentives.
- Recognition
- Knowledge enhancement opportunities.
- Financial awards.
- Provide necessary tools.
- Attract and retain the very best - money/fringe - decision making power - respect.
- Make a serious commitment to recruiting and maintaining a top quality academic staff.
- Prestige for education.
- Respect for teaching as a profession.
- Inservice teachers to keep them up to date.
- Creative peer coaching.
- Counsel teachers who are ineffective in the classroom.

INSTRUCTION-

- Teacher as facilitator, student as worker.
 - Creative approaches to teaching.
 - Students involved in delivering curriculum
 - Interdisciplinary teaching via block programs.
 - Cooperative learning strategies versus competitive and individual.
 - Time for student/teacher interaction.
 - Lengthen school day, year.
 - Time for kids to be kids.
 - Stress management.
 - Mastery of basic skills.
 - Increase hands on learning opportunity.
 - Discover each child learning style and program appropriately.
 - Pleasant classroom environment.
- Educational philosophy - Recognize that basic skills must include conflict resolution and problem solving that will be relevant in later life.
- Learning - develop an emphasis on cooperative learning as a part of the

instructional model.

- Class size - maintain small class size.
- Longer school day - multi-period day.
- Broaden educational scope.
- Computers - more options.
- Early involvement.
- Expand and build through K-12.
- Technology - involve community business.
- Commitment to instructional technology.

STUDENT INVOLVEMENT/RESPONSIBILITY --
SOCIAL/PERSONAL DEVELOPMENT-

- Student participation and responsibility in the decisions that affect the direction of their education.
- Profanity.
- Self-respect.
- Continue to promote reduction of AODA participation in and out of classroom.
- Values.
- Contemporary sex education.
- Better presentation of ethical values.
- Responsibility in democratic society/social skills.
- Increase AODA efforts.
- Better parenting skills.
- Value of learning.
- Increase for students of all ages--dances, clubs, activities, lock-ins.
- Character.
- Citizenship.
- Interpersonal skills.
- Job skills.
- Value system.
- Environmental attitude.
- Life long love of reading.
- Learn cooperatively versus competitively.

CURRICULUM-

- All day kindergarten.
- 1st graders must learn to read -- volunteers, aides, Title I; whatever.
- Recognize and deal with potential learning problems early.
- Involve community businesses in schools.
- Teacher planning time at grade level and departmentally.
- Public input in school calendar year.
- Foreign language at middle school should be exploratory versus/specific language.
- Include more: math/science, elementary foreign language, computer education, early childhood intervention, alternative reading (Chapter I) and alternative math, special ed program development, vocational education.
- Examine year round/summer opportunities: enrichment, remedial, accelerated.
- Facilitate development of each learners individual potentials.
- Integration.
- Study skills.
- Refinement.
- Emphasis on written and oral communication skills.
- More emphasis on geography.
- Expand programs for gifted.
- Elementary foreign language.
- current and sufficient textbooks.
- Teacher as facilitator.
- Graduation requirements. District should look at requirements, and decide if

requirements are worthwhile.
-Coordination between grade levels.
-Life sports.

Libraries -- Be a leader in providing library resources and access and encourage their use.

Basic skills --Environmental consciousness. Relay less on gimmicks, more basic skills. Need life skills, relevant courses. Understand business.

Drug and Alcohol Awareness -- Develop and maintain prevention and intervention programs.

Voc. Ed. -- Re-establish value of voc. ed., for student and community.

OTHER-

POLITICAL-

- Municipal involvement of parents.
- Local reps and parent involvement in issues at state national level.
- Keep property taxes in line.
- Creative funding for schools local level.
- As much local control of schools as possible.

MANAGEMENT-

- Site based decision making.

MISCELLANEOUS-

- School calendar, consolidate.
- Intermural programs - for everyone.
- Start foreign language earlier.
- Safety -- sidewalks at schools.

EXTRA-CURRICULAR-

- Additional funding.
- Endowment?? awareness;promotion.
- Availability;emphasis.

TRANSPORTATION-

- Bus, scheduling, use.